

Christian Education

and

Centenary College

of Louisiana



Compiled by

CHARLTON H. LYONS



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CHARLTON H. LYONS

PREFACE

IN THIS BOOKLET Mr. Lyons, a Shreveport attorney and oil operator, adds one more great service to the many services he has rendered Centenary College.

As Secretary of the Board of Trustees and as State Co-chairman, with Bishop Paul E.

Martin, of the Greater Centenary College program, he has given generously of his time and support to help realize his dream of a great Christian college in Louisiana. Now, in preparing this work, he has clarified for the general public the aims of Centenary from its beginning to the present and has stated his own faith in those aims.

In the first part he traces the colorful history of the "Oldest College West of the Mississippi," adding his own notes on the significance of each stage in its development. In the second part he has assembled thoughts on Christian Education from many sources and to them has added his own deep convictions on the subject.

By this labor of love he is serving not only the College but the entire field of Christian Education.

It is my earnest hope that, through this medium, others may come to share with Mr. Lyons the breadth of his vision for the future greatness of Centenary.

A handwritten signature in cursive ink that reads "Joe J. Mickle".

JOE J. MICKLE, President,
Centenary College of Louisiana

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Centenary College of Louisiana*

Notes on the History of Centenary College of Louisiana

The College of Louisiana

THE LOUISIANA LEGISLATURE of 1824 authorized the formation of three state colleges: The College of Jefferson, the College of Franklin and the College of Louisiana.

On February 18, 1825, a charter was issued to the College of Louisiana to be located at Jackson. It was the first of the three to start operating. Its trustees met at Jackson, Louisiana, on May 2, 1825 (Founders' Day), thus losing no time in getting the college under way. This was the beginning of the school whose successor is today the oldest college west of the Mississippi River.

The Rev. Jeremiah Chamberlain, a Presbyterian minister, of Danville, Kentucky, was the first president. He resigned in 1829, and was succeeded by Lieutenant H. H. Gird, a West Point graduate.

The first trustees included the governor, the judges of the Supreme Court, and twenty-eight private citizens, eight of whom had French names. Three of them were to become governors of the State.

President Gird employed his West Point friend, Captain Delafield, of the United States Corps of Engineers, to draw plans for the first buildings and to superintend their construction.

Two dormitories, known as the east and west wings, were the first buildings erected. They were large, brick, two-story buildings, with Doric columns and upper galleries, having all the earmarks of old-time soldiers' barracks. These dormitories contained a total

of forty-eight rooms, 30x24 feet each, accommodating two hundred boys.

Life at the school was Spartan. At dawn of each day, winter and summer, the sleepy students were awakened by the ringing of the college bell. Fifteen minutes for dressing, followed by chapel. Breakfast at eight, immediately followed by classes until 12 o'clock noon, and classes again from 2 until 6 o'clock. Supper was followed by preparation for classes of the next day.

After surviving for twenty years under the direction of the State, the College of Louisiana was permanently closed in 1845, leaving its fine buildings unoccupied. It failed because it was inaccessibly located in a small town of a sparsely settled region. Also, its student body was small and its financial support meager.

Collegiate education was having difficulty in establishing itself in Louisiana. The first Territorial Legislature of 1803 had authorized the establishment of the University of Orleans, and although it had substantial State support, it ceased to function in 1826 because of the lack of students.

But no one can fairly say that Louisiana was unmindful of her young in the matter of education. During the 42 years from 1803 to 1845, the State granted to the College of Louisiana and to its other colleges and schools a total of \$1,750,000. Of this amount, some \$15,000 per year went to the College of Louisiana. We must admire the men of the state who were willing to spend so large a sum of money for the times on a handful

of population in order that the lamp of learning might not be extinguished.

Centenary in Mississippi

In 1839, Methodism throughout the world was intent on celebrating its centenary. A new church had just been completed at Jackson, Mississippi, and at one of the first meetings held there, it was decided to celebrate the anniversary by creating Centenary College.

In a few months, donations of land and scholarships amounted to \$76,000. However, there were many defaults in payment. Times were hard and the people were poor and, although their subscriptions were made in good faith, when it came time to pay, many of them simply could not comply with their commitments. This led to serious financial difficulties for the college.

Mississippi College, at Clinton, Mississippi, was defunct and the Conference accepted the offer of the citizens of that town to locate the college there, provided the Legislature would merge Mississippi College into Centenary College. The Legislature adjourned before reaching the bill and, although there had been some teaching in the buildings at Clinton in October of 1841, the Conference decided to move the school to Brandon Springs, Mississippi, and did so within a few months.

The burning of brick for buildings at Brandon Springs commenced at once, and repairs were made on some old frame buildings.

T. C. Thornton, of Washington, Mississippi, was the first president. D. O. Shattuck composed the law faculty. Dr. J. B. C. Thornton was dean and the entire faculty of the medical school.

Both Dr. Thornton and Attorney Shattuck were great teachers. These one-man faculties may seem odd today but it shows the struggle education had in that day, and how good men were willing to do anything,

even in face of grinding difficulties, to serve the church and keep the cause of education alive.

The men who studied law under Judge D. O. Shattuck learned more law than many students learn today under a large faculty, and certainly, in that day and time, those who were fortunate enough to sit under his instruction, learned a great deal more than those who followed the usual method of the times and studied law for a few months in a back office, took the bar examination, and were admitted to practice. The men who studied medicine under Dr. Thornton at Centenary learned more than the average doctor of that time.

The first graduating exercises at Brandon Springs were held in 1844, with 12 graduates, but this was the beginning of the end, for the college faced a substantial deficit. Subscriptions were not coming in fast enough, and it was now apparent that the college could not be a success at the small town of Brandon Springs.

Centenary Moves to Jackson, Louisiana

The Mississippi Conference, perceiving the advantages to accrue from the combined patronage of the two states and from the ownership of the splendid buildings and grounds of the defunct College of Louisiana, at Jackson, worked out an agreement whereby Judge McGehee and others purchased this property from the state in 1845.

On June 29, 1848, a Louisiana charter was issued to "Centenary College of Louisiana," which was already in operation at Jackson.

When the representatives of Centenary College acquired the property formerly occupied by the College of Louisiana, they considered the transaction as a merging of the two institutions. The new school carried the name of both the older schools: Centenary College of Louisiana, and May 2 continued to be celebrated as Founders' Day.

Although the charter does not reveal it, the first board of trustees was appointed by the Mississippi Conference. This board consisted of Edward McGehee, David Thomas, John McVea, Ira Bowman, James H. Muse, Robert Perry, Joseph Carmena, John Burrows, Henry Lockett, Colonel John S. Lewis, William Winans, D. Pipes and John Robson.

Edward McGehee, of Woodville, Mississippi, who had a considerable part in transferring the college to Louisiana, was a man of substantial means and gave generously to Centenary during the succeeding years of his life.

The McGehee families, who comprise some of the principal characters of "*So Red the Rose*," were among Centenary's most valuable friends. In the book, Hugh McGehee, referring to the Civil War, addresses his daughter, "Lucy, don't you know that from Centenary College where Jefferson Davis went, the entire graduating class was killed to a man?"

Actually, there is no record of Jefferson Davis having attended Centenary. The statement that the graduating class was killed to the man is not quite correct.

The McGehees are typical of the many fine families that have been loyal supporters of Centenary College.

In 1846, Judge D. O. Shattuck was elected president and served as one of Centenary's ablest presidents. His annual salary was \$1,200. President Shattuck inaugurated what was probably the first system of partial student government employed in America. He resigned in 1848, and later became one of California's outstanding judges.

Bishop John C. Keener, then in the earliest years of his ministry, was sitting on the commencement platform in 1850. One of the graduates of this year was C. G. Andrews, later to become president of the school.

In 1851, fire, originating in the wooden roof, destroyed the west wing. The loss was not covered by insurance. There was no

money for the necessary repairs, and the rehabilitation of this burned building was the subject of constant discussion until it was repaired in 1852.

The project of erecting a great center building had started and people were subscribing to that fund. But so imperative was the need to put the west wing in shape that the subscribers to the center building fund authorized its use in repairing the west wing.

While desperately trying to repair the burned building, attempts were being made to raise money to improve the library, the chemistry and physics laboratories and build a gymnasium. Centenary made a determined effort to keep abreast of scientific thought and advances in the East. How these men in that old day managed to keep the institution going can be classed as a miracle.

In 1852, conditions and prospects were good. The college was out of debt, except that \$1,500 was still owed on the burned building. Patronage was increasing. The west wing was rebuilt with a slate roof.

In this year, Governor H. S. Foote, of Mississippi, made the address to the Literary Societies. Beside him were Governor Walker of Louisiana, and Dr. William Winans, that powerful giant who meant so much to the college. Honorary degrees were conferred on Governor Foote and Charles A. Gayarre, the Louisiana historian.

In 1854, there were 16 graduates; 500 attended the commencement exercises, and the chapel was much too small. The Board resolved to make this a year of building-up, and the long-talked-of and much-needed center building was to be commenced as speedily as possible. There was upwards of \$11,000 available, and it was expected that friends of Centenary would add twice this amount and complete the undertaking.

Attendance was 238. The college had a full corps of faithful and efficient teachers. It was out of debt and had good buildings

and a fine library. It sought an endowment of \$50,000.

1857 was an auspicious year. In this year, largely through the aid and efforts of Edward McGehee, the erection of the great center building was commenced. It was completed during the next year. Slave labor laid the bricks that were made on the plantation of Robert Perry, great-grandfather of Paul Brown, who is today Chairman of the Board of Trustees. Its cost was \$60,000. This magnificent building was a massive structure, commanding in appearance with a rugged beauty; it was one of the largest and finest college buildings in America.

Flanked by the east and west dormitories, it possessed a fine chapel, of classic design, 101 by 75 feet, with a gallery around, and a seating capacity of over 2,000.

With its wings, the center building covered a frontage of over 700 feet. The new building contained 28 additional rooms, making 94 rooms on the campus. In it were housed the Franklin Institute and the Union Literary Society.

Centenary College had become one of the important educational institutions of the South. Its courses of study compared favorably with the best colleges in the nation. Its yearly enrollment approximated 250 students.

In 1859, work was going on in spite of the lowering clouds of war. There was a record crowd in the five days of commencement.

In June of 1860, the president notified the public that the college would open in October, 1861, with a full faculty and that Confederate bonds and notes were acceptable for tuition.

Through the years the school had worked hard to acquire a large library. There were appropriations of \$300 and \$500 to buy books in England. Before the war, Centenary had the greatest library in Louisiana and one of the best in the South, containing thousands of volumes, covering practically every subject; and some rare ones, too. There were

originals that money could not buy; a set of original Audubon birds and animals. There were interesting folio prints on the American Indians; and it is certain that if all these volumes on Indian life could have been saved, it would be one of the most valuable collections of Indianana in the world. There were also some illustrated folios of Shakespeare, Milton and Spencer, rare pictures that could have furnished a large section in an art gallery. There was a priceless collection of Greek texts, printed in Germany, and rare and beautiful specimens of the type-setters' art.

Civil War

Although the school authorities must have been deeply concerned over the impending conflict, they avoided any official discussion of it in their minutes. They were evidently determined to carry on in an orderly way. It is also noteworthy that in the years preceding the war, the students ignored sectional animosities as subjects of debate.

The first indication of war is found in the faculty minutes of November 21, 1860, where permission is given to the students to organize a military company. Since Lincoln had been elected only fifteen days previously, the desire to form a military company was evidently due to the Southern excitement following the election. However, on April 9, 1861, three days before the attack on Fort Sumter, the faculty refused to permit the military company to go on Saturday to a nearby town to receive banners.

The faculty minutes of May 21, 1861, show that only three college students were present and operation of the college was suspended, but the preparatory school was continued.

On July 6, 1861, the faculty approved the issuance of diplomas to the senior class of 1860-61. They had already entered the Confederate Army.

On October 7, 1861, which probably would have been the first meeting of the new college

session, the faculty minutes directed that, since there were no college students and few preparatory students, the president call the executive committee together. Then, across the next minute page appears the dramatic and fateful words: "Students have all gone to war, college suspended, and God help the right."

These restrained words of a Christian gentleman stand out as one of the prized possessions of Centenary's long and colorful history.

The boys went to war, leaving vacant the beautiful buildings, surrounded by splendid oaks, pines, beeches and magnolias, and adorned with Cherokee roses.

These boys fought with honor on many battlefields, many never to return. Some of them were at Shreveport, Louisiana, when the last forces of the Confederacy surrendered their arms.

For a time the buildings of the college were used as a Confederate hospital. Later, the college buildings and grounds became the headquarters of the invading Union Army. The Union forces did great damage to the buildings, equipment and library. Fortunately, not all of the books were destroyed. Loyal residents of Jackson concealed some of the precious old volumes during the Union occupancy. Many of these old books are now in the library in Shreveport.

Reconstruction

Immediately upon the war's end in 1865, the buildings were cleaned and some repair work done. President Walker announced that the college would open on the first Monday in October, 1866. He called on all old students and friends to give publicity to the opening. Tuition was \$75 per year, and board from \$20 to \$25 per month.

The buildings and equipment were in a deplorable condition. The college was heavily in debt. It owed the faculty over \$23,000 for past services. Its assets were \$26,000, ex-

cluding the endowment of \$10,000 and the real estate. There were many pledges to the endowment and other funds, but they could not be collected.

Things looked black for the college. Reconstruction presented almost insurmountable difficulties. Not only did the enemy have its hands on the helm of the state but there was a spirit of depression everywhere. Agriculture was generally prostrated and commercial interests were involved as collections were difficult. One thing followed another; there was a severe drought in the summer of 1868.

Nevertheless, the trustees with indomitable courage, planned for the future, and in 1866, we find them launching an ambitious plan to increase the endowment to \$150,000, but without success. In 1867, they made another unsuccessful attempt to raise this amount for the endowment.

In this year, it was necessary to prorate salaries, and the salaries for the previous year had been set at only \$750 each. But a campaign was undertaken for a scholarship fund so that education might be within the reach of all; especially to the sons of those whose fortunes had been broken and lost by the war.

A letter from Centenary says: "Send the boys, with or without money, and we will help them worry it through."

In 1869, it was decided to abolish the preparatory school, but it wouldn't stay abolished. During the next year, the action to abolish the "prep" was rescinded.

In 1870, Bishop John C. Keener, with horse and buggy, went from town to town and house to house, raising money for the college; and he was a Bishop. Nothing was too good for Centenary, and the Bishop worked night and day to save the college. There is something to admire in the love a man has for an institution.

Professor A. R. Holcombe resigned in 1876. He had been associated with the college as a teacher for about twenty-five years. He

was especially valuable in the department of science. The board gave cordial testimony of his high character as "a Christian gentleman, a faithful teacher and ripe scholar, in the whole ranges of literature and science that together complete education. A safe model for young men, with all of the qualities of true Christian manhood." The Holcombe family is outstanding in the history of Centenary College.

1880 was the best year since the war. There were fourteen ministerial students. The demerit system was begun. Bishop Keener was working hard to raise money and he had the center building repaired but the others were in a deplorable condition. Enrollment was 99.

In 1882, President C. G. Andrews resigned. He was a graduate of the Class of 1850, and was elected president of the college in 1870.

In view of the grinding poverty, the lack of resources, the dilapidated condition of the buildings, and the patronage directed to other institutions, what had been done under President Andrews' administration was not merely a success but a notable achievement, for the college during these years not merely maintained its existence, but it exemplified to a preeminent degree its mission of developing Christian character.

In 1887 the outlook was more cheerful. Enrollment was 137. There were five graduates; endowment was \$52,000 at six per cent. The Y. M. C. A. was organized.

In this year, President Adams resigned and Dr. George H. Wiley, one of the professors, was named as acting president.

Dr. Wiley was one of the best loved men to touch Centenary College. Resembling General Lee, he was large, erect, with flowing white locks, a full white beard and a smiling face. He was very methodical, always in a good humor. He was a great student of Greek and Latin and the English Classics. He had a fund of inexhaustible humor and always had

a joke with the students. Dr. Wiley was willing to act as president but was too modest to want to continue in that position.

J. M. Sullivan was one of the graduates of 1887. He taught at Centenary for a number of years, and was recognized as a very proficient teacher of chemistry. He was a hard worker, a natural scientist, and a consecrated Christian gentleman.

In 1888, the enrollment was 250. W. W. Drake was one of the graduates. Since the organization of the school in Mississippi to the present time, there has been someone of that name and of the same family closely identified with Centenary College. It was Dr. B. M. Drake, who actually founded Centenary in Mississippi in 1839. From that year to the time of his death in 1855, he was closely identified with the college as trustee and as acting president. There was not one day during this time when he was not actively identified with the school. There have been nine Drakes to graduate from Centenary. Marlin Drake is now a valued member of the board.

In 1892, Millsaps College opened at Jackson, Mississippi, and the Mississippi Conference surrendered its interest in Centenary to the Louisiana Conference. This foreboded trouble for Centenary. As Mississippi had been furnishing finances and students, its assistance would now naturally go to Millsaps.

In this year, the enrollment was 120, 30 of them free. There were 45 in the college and 45 in the "prep" that were paying students. The president received \$1,600. There were eight in the faculty, including the president.

Enrollment in 1900 was 150. For the first time Centenary awarded certificates to women, the certificates stating that certain courses had been successfully completed. Miss Carrie Schwing, of Jackson, Louisiana, now Mrs. John S. Tomb, her sister, Miss

Willie Schwing, who married Robert Campbell, then a teacher at Centenary, and a Miss Dawson were the first women to receive certificates. The Schwing sisters completed the Science course and Miss Dawson the English course.

Dr. John L. Scales, now of Shreveport, graduated in 1892. He was a tutor in the "prep" at \$150 per year. For many years he has served as a distinguished member of the board, and at one time was its president. The Scales family is another family that has served Centenary for many years.

In 1901, Frank Herr, of Jackson, provided the funds for establishing a commercial department and installing an acetylene plant that lighted the rooms and the chapel in the center building. These lights were the marvel and admiration of people for miles around.

In 1895, Professor Henry B. Carre gave \$1,600 for scholarships for young ministerial students.

In 1903, Board Members J. N. Pharr and D. A. James died. Pharr had been a candidate for Governor in 1896. James was the son of Peter James, an alumnus and benefactor of the college.

H. N. Pharr was elected to succeed his father on the board, and Dr. E. L. Irwin succeeded D. A. James.

W. L. Doss, Jr., was a graduate this year. He has been a devoted member of the board for many years.

In 1903, Dr. Carre, of the faculty, was elected to the presidency. He was an ardent Methodist who, after graduating from Tulane, went into the ministry, studying theology in Germany and literary studies in Paris. He spoke French and German fluently and was a teacher of Greek and Bible. His father was a successful lumberman of New Orleans. His mother was of a fine Southern family.

Centenary Invited to Shreveport

Although Centenary had created noble traditions and heritages in its long and useful life at Jackson, it had for some time been apparent to many loyal supporters of the school that it was impossible to permanently establish a college in the small and inaccessible town of Jackson, flanked on all sides by competing colleges and universities, most of which were located in much larger towns and cities. Actually, the college was weaker in 1900 with 150 students than it was in the early 80's when the enrollment was 250. So when the invitation came through the Rev. W. E. Boggs to President Carre to move the college to Shreveport, it was known that it must be accepted. But, before taking up the new life at Shreveport, let us look backward to the life and times of Centenary at Jackson.

Strong Teachers, Strong Graduates

The choice was a sad one to make, for in its colorful life at Jackson, it was a recognized leader in the cause of Christian education and culture.

Its instruction had been inspiring and sound because its able teachers loyally continued with the school even in the face of financial difficulties.

Its sons held leading places in all walks of life in Louisiana, and in the earlier days they were leading men in Mississippi, also, and now they were scattered throughout the United States, and some were able missionaries in foreign fields.

William H. Nelson entered Centenary in 1900, and later wrote "*A Burning Torch and a Flaming Fire.*" In this book, he states: "But those years at Centenary College furnished more real joy to the square inch than all the rest of my life put together. Some of the finest fellows in the world were in the student body, the teachers were men who knew their subjects, who knew how to teach, and who were Christian men vitally interested in boys.

"Some of our church leaders today haven't much use for a school unless it has a tremendous endowment, an over-large faculty and a whaling big student body. They lift thin and cultured eyebrows at the thought of a small school; and yet I got ten times more out of Centenary College than I got out of Chicago University. The big lack in our educational life today is the lack of consecrated, Christian teachers, touching vitally the life of the student body. Money can't buy this, and the bigger the school, the harder it is to supply the thing that makes Centenary and other small Christian colleges great.

"Centenary's graduates made their names. The fairness of the teaching and the high requirement of the work at old Centenary is amply illustrated by what their students were able to do in this acid-testing world after they graduated."

After his election as United States Senator Murphy J. Foster said: "In my late canvass over the state in every parish and in every community, I met students and graduates of Centenary College. Their influence for good is felt everywhere: In society, business and in official life, the alumni of Centenary have filled the highest judicial stations in our state with credit and distinction. The most honored of the legal profession, the most eloquent divines, and the leaders in all useful, dignified lines of life are her sons. If I were called upon to say what school had left the greatest and best impression upon society, business and the government of Louisiana, I would unhesitatingly say 'Centenary College'."

Why Teachers Taught

All through the years, and even today, capable professors have continued to teach at Centenary when they could have received greater remuneration elsewhere. Why?

In spite of all our materialism, there are many idealists. Qualified teachers in every department of college work were willing to do for the church school what they would not

do for a mere secular institution. All they asked was a living wage, and this could not always be given. There were professors at Centenary who received offers of more than double their salaries, but in the face of grinding poverty and the needs of their children, they would continue to sacrifice for the school they loved. They were used to a life of sacrifice and knew how to make one dollar do the work of five. They also had the support of noble wives.

Also, they were doing it for the school they loved and the church they loved, for the land they loved, for there is an unusual devotion to the South by her sons. The Southland, broken by war and reconstruction, needed the loyal and sacrificial service of her sons. And, then, they were doing it for God! That is the answer.

The quality of Centenary professors has not been lowered with the years for a survey made in 1945 states that in 271 other comparable colleges, the average percentage of faculty members with doctors' degrees is 24.2 per cent, whereas the percentage at Centenary was 40.

Commencement and Student Life

Jackson, a town whose population did not exceed 1,000, was widely known as "Little Athens," and, truly, it was a center of culture. It drew its students mainly from the cultured homes that were located from Natchez southward along the Mississippi River and into the Florida parishes of Louisiana. This is the area that is described in "*So Red the Rose*."

The annual commencements were remarkable occasions. They lasted for several days. People came from all sections of the state and from southwest Mississippi; attendance was rarely under 2,000. The visitors were taken into the homes of the kindly and hospitable people of Jackson.

This was a period of orators. There were the senior addresses, and many student decla-

mations, orations and recitations. None of the speeches was short, and all of them covered profound subjects.

At one commencement there was a total of ninety speeches. At another commencement in 1877, and it was in July, in the preparatory school alone there were thirty-seven speeches and dialogues and ten musical interludes.

A crowded audience stood on one occasion for six continuous hours, intently interested in the commencement speeches, addresses, orations and declamation contests.

There was no football nor intercollegiate contests of any kind. Tennis and baseball on the campus were engaged in to a minor extent, and there was some debating with Millsaps College. However, the students led happy and wholesome lives in their various school activities, the most exciting of which were the literary societies.

Commencing about 1850, there were two literary societies, the Franklin Institute and the Union Literary Society. Their only object was the serious purpose of oratory. Ninety per cent of the students were members. Each society met weekly for the purpose of strenuous debate between its members.

One of the greatest school events was the inter-society debate that was held each year on the Friday closest to Washington's birthday. As soon as school opened in September, each society conducted elimination contests to select their two representatives for the annual debate. By Thanksgiving, the contestants and subject of debate had been chosen, and the lines of battle were fixed. All possible material was assembled from the library, congressmen, senators and all other possible sources, each trying to thwart the other, each guarding its material from the eyes of the adversary.

The students looked forward to these February debates as they had to Santa Claus in their younger days. As February approached,

times became hectic, and excitement occasionally resulted in fist fights.

Regardless of the weather, the Chapel was packed to capacity to hear the annual debates, and that meant over 2,000. There were five judges and only the sky limited the oratory. All had set speeches that lasted for as long as an hour and a half each, but there was rarely a defection from the audience.

Centenary Moves to Shreveport

The invitation from Shreveport included offers from two individuals. One from Captain S. B. McCutcheon, offering money and 40 acres, to which the Queensbury Land Company added 10 acres, and a sum of money. The other from Mr. J. B. Atkins, Sr., offering 37 acres and a sum of money equal to that offered by Captain McCutcheon. The offer of Mr. Atkins was accepted and Centenary is now located upon the beautiful grounds donated by him, and upon adjacent lands that it has since acquired.

Immediately after it was decided to move the college to Shreveport, Bishop John C. Keener, apparently acting for the Board of Trustees, in a suit filed at Clinton, obtained an injunction against the removal of the college. Later in the same year the matter was compromised between representatives of the Board of Trustees and the Conference.

Bishop Keener passed away in January, 1906, at his home in New Orleans, in his 87th year. He had been elected a member of the Board of Trustees in 1866, and held office until the day of his death. Since prior to 1850, he had been an ardent worker and loyal supporter of the college. Bishop Keener held to the old idea that a college should be located in the country, and he left \$500 in his will for the purpose of continuing the fight against removal. When his age and the sincerity of his position are considered, his opposition to the removal is understandable.

Ground was broken on December 31, 1906, a contract having been let for a building of three stories and a basement, which was the

old Administration building. The cost of the building was \$33,000, \$30,000 of which was supplied by Shreveport people. But due to a delay in completing the building, Centenary did not open at Shreveport until September 16, 1908.

William Lander Weber, who had previously filled the chair of English Literature at Emory College, was the first president at Shreveport. He worked hard trying to raise \$35,000 to equip the building with running water, electric lights and other needed facilities. It was difficult to get underway and the work of pioneering the college was an onerous one. There were few students, and the few teachers were overworked and underpaid.

1911 showed considerable improvement. Attendance was large, the dormitories were crowded with exceptionally fine students. The teachers, as always, were faithful and efficient. However, it was a critical period in the life of the college, as it was necessary that it have more buildings or perish. The faculty was twice as large as during the previous year.

The first Shreveport graduation exercises were held in 1912. Miss Lucile Atkins, daughter of J. B. Atkins, Sr., now Mrs. D. P. Hamilton, and a valued member of the present board, was the first woman to receive a B.A. degree from Centenary College.

From the time the discussions originated concerning the removal of Centenary to Shreveport, the Atkins family has been continuously identified with the school and loyal supporters of it. J. B. Atkins, Sr., not only gave to the school the land upon which it is situated, but he made large financial contributions to it and was always ready with service and sound advice. He became a member of the board in 1919. His son, John B. Atkins, Jr., has been a member of the Board for many years, and has rendered devoted and helpful service to the school.

Dr. Robert H. Wynn became president in 1913. He was a graduate of the Class of 1889, receiving the Gold Medal for scholarship. He was the second of two graduates to become president of Centenary College, the first being President Andrews.

In 1917, Paul M. Brown, present chairman of the board, received a degree. Paul's father and grandfather also graduated from Centenary. The Brown family is another family that has been closely identified with and loyal supporters of Centenary over the years. To Paul, as much as any other man, is due the sound position of the college today.

In 1921, Dr. George S. Sexton became president and a new day for Centenary dawned. It was the aftermath of the first World War. Enrollment was only 43 and there were only three graduates that year. There was a nation-wide slump in idealism. Money was tight and the future was dark. The trustees, in the midst of this situation, turned to Dr. Sexton as the man to save the college. He had no ambition to be president. He was happily situated as Pastor of the First Methodist Church of Shreveport, and he stepped from his pastorate, which he loved and where he was loved and honored, to accept the presidency he knew would be most difficult. Except for Dr. Sexton, Centenary would have failed at that time.

Dr. Sexton and Messrs. E. A. Frost, F. T. Whited, George S. Prestridge, J. C. Foster, T. C. Clanton, R. T. Moore, A. J. Peavy, J. B. Atkins, Sr., W. K. Henderson, Jr., and Dr. John L. Seales met in the office of Mr. Frost, and this group contributed the sum of \$315,000 to Centenary, showing the love and confidence of the people for Dr. Sexton.

Dr. Sexton served as one of Centenary's great presidents until ill health caused him to resign. However, Dr. Sexton was able to return to the college in 1936, and served for a number of years as its valued Director of Public Relations.

The name of "Gentlemen" was conferred upon Centenary athletes by Dr. Sexton.

Dr. Sexton was succeeded by Dr. W. Angie Smith, who served for one year as acting president, and in June of 1933, Dr. Pierce Cline of the faculty was elected to the presidency. He served with great distinction until his untimely death on October 25, 1943.

In 1930, the Rotary Club of Shreveport made a gift to the college of a fire-proof, three-story brick dormitory with 44 rooms, called "Rotary Hall."

Mr. W. A. Haynes of Shreveport gave the college a Physical Education Building in 1936. Besides serving as a gymnasium, it is the only place on the campus large enough to hold the entire student body for chapel services.

Mr. Haynes also contributed the funds with which Centenary bought the Dodd College property in Shreveport from the Louisiana Baptist Convention in 1943. It includes a large administration building and the Annie Haynes Memorial Hall, a dormitory for women on a beautiful 17-acre plot of ground in the South Highlands section of Shreveport.

Centenary in Strong Financial Hands

In 1933 Centenary faced an indebtedness in excess of \$178,000. The times were hard and the future seemed hopeless, but, as in earlier periods of its history, men and women came to its rescue. The indebtedness was liquidated. The light continues to burn.

Since 1933:

The college has operated on a cash basis and with a balanced budget.

Jackson Hall has been rebuilt as a science building.

The assets of the college have been increased substantially.

The value of the endowment has been materially increased.

Today the investments of the college are under the management of an able committee of the Board of Trustees, and the investment policy has been strengthened in keeping with the sound procedure that is followed by the best colleges and universities.

The business manager of the college is highly competent. The president is a certified public accountant with long experience in school finances. The accounts are audited annually by an independent firm of certified public accountants.

This remarkable record of sound management, which brought Centenary through the depression years to its present bright future, was not accomplished without great sacrifice, for it required:

First, that administrative costs be pared to the bone and that faithful and efficient teachers be underpaid.

Second, that proper maintenance to buildings, equipment and grounds be neglected.

The Greater Centenary College Program

Never did Centenary have such an opportunity for useful service. Its finances, though inadequate, are the soundest of its history. The enrollment of 300 in 1933 has increased in February, 1947, to some 1,800 in the day and night schools, including about 1,000 GI's, a record enrollment.

But Centenary can no longer resort to the expedients of underpaying its teachers, neglecting its buildings and equipment, and crowding its classes into close quarters, if it is to fulfill its destiny in the modern world.

The board determined to meet this challenge to its responsibility by providing Centenary with every requisite needed by it to fully effectuate its mission of training intelligent Christian citizens.

To assist it in accomplishing this result, the board employed two independent groups

of experienced and nationally-known investigators to make studies of the college and its needs.

These surveys reveal an imperative need for adequate buildings and equipment and operating income and increased endowment.

Consequently, a state-wide campaign to raise funds has been inaugurated, and qualified architects have completed the preliminary plans for the new campus and new buildings.

The present campaign calls for a total of \$800,000 for the entire state, including Shreveport and Bossier City. The success of this part of the campaign is assured. But, the assembling of funds, probably in excess of five million dollars, necessary to the establishment of an adequate endowment, and for the erection of the requisite buildings, can only be accomplished over a period of years. The Board is committed to the full completion of the program, regardless of the time that may be required.

But, picture Centenary with a full complement of buildings and with an endowment that will provide sufficient operating income for maintenance and adequate salaries for its teachers, and there is a picture of a great college, a college of which all may be justly proud.

Those great men who gave so much of their lives to Centenary, Marshall, Shattuck, Thornton, Winans, Wiley, Watkins, Andrews, Rivers, Rush, Adams, Cooper, Hunnicutt, Sullivan, Carre, Wynn, Sexton, the McGehees, the Drakes, the Browns, the Pharrs, the James, the Pipes, the Holcombes, the Millers, the Car-

ters, the Walls, the Keeners, and the many, many others, must be greatly pleased that the college they have loved and nurtured so long ago is now to find even greater glory in providing Christian education for the boys and girls of a new era.

President Mickle

Dr. Joe J. Mickle, a Texan by birth, became president in May, 1945, succeeding Dr. Cline. He holds a Bachelor of Arts degree from Southern Methodist University, a Master's degree in History and Political Science from Columbia University, and the honorary degree of Doctor of Laws from Southwestern University, Georgetown, Texas.

He has been prominent in education for some twenty-two years. He and his family lived in Japan from 1921 until 1941, where he was professor of accounting and foreign trade, and also business manager of Kwansei Gakuin University, an American-sponsored school in Kobe, Japan.

Dr. and Mrs. Mickle are the parents of two daughters.

Centenary College is most fortunate in having Dr. Mickle as its president. He has a broad understanding of the needs and possibilities of the college, and he possesses all of the qualities that are necessary to fully effectuate the Greater Centenary College program.

The College's Case

But, as valid as are the foregoing reasons for asking for support of Centenary College, the college rests its case on the higher grounds of CHRISTIAN EDUCATION.

Presidents of Centenary College of Louisiana and Approximate Years of Their Terms



THE COLLEGE OF LOUISIANA JACKSON, LOUISIANA

Rev. Jeremiah Chamberlain.....	1825-1828	Rev. James Shannon.....	1835-1840
Lt. H. H. Gird.....	1829-1834	Rev. William D. Lacy.....	1840-1843

CENTENARY COLLEGE BRANDON SPRINGS, MISSISSIPPI

T. C. Thornton.....	1841-1844	William Winans.....	1844 Only
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CENTENARY COLLEGE OF LOUISIANA JACKSON, LOUISIANA

D. O. Shattuck.....	1846-1848	D. M. Rush.....	1883-1885
A. B. Longstreet.....	1848-1849	Dr. T. A. S. Adams.....	1885-1887
Rev. R. H. Rivers.....	1849-1854	Dr. George H. Wiley (Member of Faculty).....	1887-1888
B. M. Drake (pro tem).....	1854 Only	Rev. W. L. C. Hunnicutt.....	1888-1894
Dr. Thweatt.....	1854-1859	Dr. C. W. Carter.....	1894-1898
Dr. John C. Miller.....	1859-1865	Dr. I. W. Cooper.....	1898-1902
William H. Watkins.....	1865-1870	Dr. Henry B. Carre.....	1902-1903
Dr. C. G. Andrews (Graduate of Class of 1850) ..	1870-1882	Rev. C. C. Miller.....	1903-1908

CENTENARY COLLEGE OF LOUISIANA SHREVEPORT, LOUISIANA

William L. Weber.....	1908-1910	of Faculty.....	1920-1921
Dr. Felix R. Hill.....	1910-1913	Dr. George S. Sexton*.....	1921-1932
Dr. Robert H. Wynn (Graduate of Class of 1889) ..	1913-1918	Dr. W. Angie Smith (Acting President).....	1932-1933
R. W. Bourne.....	1919-1920	Dr. Pierce Cline.....	1933-1943
Dr. R. E. Smith (pro tem)		Dr. Joe J. Mickle.....	1945-

*Dr. Sexton was elected President Emeritus when he resigned as President in 1932. Dr. Sexton acted as Director of Public Relations in 1936, and served for about one year, resigning because of ill health.

CHRISTIAN EDUCATION

The Large University and the Christian College

SOME may ask why, with large state universities and colleges readily available, should they support a church-related college that does not seemingly affect their daily lives, and which is often located at a rather distant place.

In the fields of mass education and scholarly research there is a commanding place for the larger state and privately endowed schools, and their usefulness must not be impaired, but there is an imperative need today for personalized character-building in the lives of our youth, and only the church-related college is qualified to meet it.

Politics often fetter the state schools, and too often false doctrines enter the teaching of the large schools, state and private.

Classes in the overgrown universities are necessarily large, and with their ever-increasing enrollments they find it next to impossible to limit the size of classes, even though they increase the size of their teaching staffs, for finances are not available for erecting the large number of buildings that are necessary to house the enrollment broken into small class units.

In fact, the enrollments of the large schools are so great that teachers and students do not know each other by sight, much less by name.

With only one-half of its educational costs defrayed by tuition fees, and faced by soaring costs and decreasing interest rates, the large schools must use more and more of their endowment income for educational costs or increase tuition fees, and the latter course would deprive many of an education.

If the small colleges were closed, the large schools would surely be swamped with stu-

dents to such an extent that it would be impossible for the taxpayers to supply their financial needs. Thus the private schools are a boon to the state schools.

Hence, the leaders of the large schools have a strong desire to see the small schools well equipped for their tasks. In fact, many of them advocate that the freshman and sophomore classes be assigned to the smaller schools, their jurisdiction being limited to the junior, senior and post-graduate fields.

President Sproul, of the University of California, whose enrollment (March, 1947) of 50,109 is the country's largest, doubts whether "everybody come, everybody served" should longer be pursued. He said, "The function of the university *** does not require *** that every high-school graduate must be guaranteed a bachelor's degree. The chief handicap of American higher education *** has been our too-easy admission to university training of large numbers of students *** not properly qualified by native ability, or previous training, or even social attitude ***.

"The university should *** lay more definite restrictions upon entering students. But it will never be able to do so until there are enough alternative institutions providing socially acceptable opportunities for those not qualified to do work on the university level."

The larger schools by their very natures and the weight of their numbers cannot duplicate the work of the smaller ones, for, in the larger schools knowledge must be an end in itself. The smaller church-school, however, goes farther and teaches that knowing the truth is not enough; that knowledge must be used for altruistic purposes.

The church-school is in a position to fulfill this mission for it selects its teachers not only for their educational qualifications but for their Christian character as well. The spirit of the school is Christian.

Due to the smaller enrollment of the church-school, its classes are smaller, there is a general co-mingling between teachers and students; the teachers know the students by their first names and these close relationships create a comradeship that can be the very heart of Christian education. But, well-meaning intimate contacts between teachers and students are not sufficient in themselves. The teaching of Christian character cannot be achieved by any simple academic device. It must come from the daily example and teaching of men and women who live Christian lives and the college must provide a wide program for service.

This difference in the character of teaching of the two types of schools is emphasized by their graduates. More of the graduates of the large schools go into business administration, law, engineering and similar careers, whereas a large proportion of the graduates of the church-schools devote themselves to occupations that lead to the betterment of society, rather than to individual distinction and financial gain.

If these contributions of the church-schools were eliminated, the ministry, missions, teaching professions, medicine and all altruistic activities would suffer irreparably.

The church-schools have conserved the best in education and civilization but they must not regard their mission as ended. At no time in history have they been more needed than today. With other institutions absorbed in intellectual and scientific achievements, some institutions must be maintained that will still have the teaching of Christian character as their chief aim so that there may be a sound and spiritual interpretation of all that has been wrought in science, philosophy,

history and commerce, and that there may be a method for the selection of those factors that make for the betterment of mankind.

And why is Christian character so needed? To answer that question, let us look at the world about us.

The Spirit of the World Is Confused

While transforming the wilderness into a great nation, we have almost lost our own souls. Something fine has gone out of American life. Culture and the grace of living are victims of our scramble for wealth and power.

Internecine and world strife are threatening to rend apart our social, economic and political structures.

THIS INSTABILITY IS PROFOUNDLY AFFECTING OUR GOVERNMENT AND OUR YOUTH.

Government

We fear the future and our fear is justified, for who can say where we are going. We can say that it won't happen here. Good men in Germany said that.

Government has never seemed more supreme than today. To maintain themselves against the threat of state domination, our democratic institutions face a problem as desperate as survival itself. Our only choice seems to be a totalitarian form of government, but that type of government liquidates the upper classes and enslaves the workers and can only exist for purposes of war.

And yet, there are those who believe that our democracy cannot "perish from the earth."

Youth

Fifteen years ago seventy-five millions of our population were over twenty-one. They had an intimate knowledge of American ideals. Today, one-third of the seventy-five millions are dead, and the youngest of the remainder is over thirty-five years of age.

But, during the past fifteen years some thirty-five millions have come of age, and they have spent none of their formative years in a healthful society.

A recent poll revealed that a large majority of adults and a larger percentage of high school students preferred the Government as an employer, and they believed that they would get more for their dollar if industry were operated by the government.

Army rejections because of mental and physical deficiencies tells its own story.

During the first nine months of 1946, arrests of youths under twenty-one accounted for 51.1 per cent of all auto thefts, 42 per cent of burglaries, 25.8 per cent of rapes and 28.4 per cent of the robberies.

Compared with the same period of 1945, arrests of youths in the 18-20 age group were up 21.5 per cent.

In 1946, major crimes in all categories were the highest during the past decade.

Recently, a fourteen-year-old girl killed her father as he rescued her from a brothel.

Had these youths experienced character-building education?

What Is the Cause of Our Trouble?

If we lacked scientific development and wealth we would naturally charge this profound moral and spiritual collapse to a dearth of these things, but actually they never flourished more amazingly; so it is evident that something more than wealth and abundance is needed. Germany was scientifically competent.

The trouble is that by forsaking the teachings of religion we have lost that central purpose and guiding principle that puts meaning and purpose into life, and the tragic result is here for all to see.

We have failed our children, for all they inherit from us is a chaotic world.

If disaster is not to be the lot of our future generations we must conquer our baser instincts and rearm ourselves morally with the true concepts of Christianity, and these precepts must be instilled into our youth by means of new objectives in education, education for character and citizenship and the faiths that sustain them.

How Church Schools May Solve These Problems

They must educate youth. But, education can be either a powerful influence or a dangerous force. It can be either a blessing or a bane—helpful or hurtful. We have just witnessed the tragic peril of education. The young men of Germany were educated, but for what? They were educated in the ways of warfare. It was education, but of the wrong kind. You've got to do more than teach a man. You've got to teach him to be good.

Ruskin wrote: "**** It is not teaching the youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic to roguery and their literature to lust. It means, on the contrary, training them into the perfect exercise of kingly continence of their bodies and souls."

These are largely matters of attitude. The difference between one who picks a lock—believes the world owes him a living without honest work—and the one who makes a lock, is solely the difference in attitude.

Upon being released from a reformatory where he was taught to write, a young boy immediately forged a check. Youth must be taught to do the right things.

Therefore, education must be Christian. It must be based upon the teaching of Christ that man is not a mere animal but a human being with an immortal soul. This truth springs eternal from the inwardness of man's God-given heart and soul and establishes his relationship with the Higher Power.

It was not an easy religion but it was daring and challenging because, while demanding effort and sacrifice, it offered the reward of immortality, and for the first time on earth men were given the way by which they could overthrow the tyranny which the past had arbitrarily fastened on their minds and bodies. Through Christ they were given new hope and faith in the knowledge that they possessed the dignity of immortal human beings who were to deal kindly with each other, not just mere animals on earth.

Thus Christian education is a whole way of life. It molds the entire man, mentally and morally.

“Christian Education” is education plus. It is that plus—plus Christianity—that makes all the difference in the world. To lift the level of the common man economically and politically is good but not enough. He must be lifted to higher levels of intellectual and spiritual living.

The Church Schools Must Emphasize the Tenets of Christian Education

These tenets are:

Through a Christian conscience and a Christian heart, temper your whole life with religious influence.

Live each day as though it were a life. Live each day as though it were the last day on earth.

Justify your existence by being on the right side of life, affirmatively opposed to all things that are wrong. Right and wrong are general terms but are easily distinguishable by the simple fact that where there is doubt the issue must be resolved as wrong. If there is no doubt about a thing being right, it is right.

Be helpful and considerate.

Seek your own in the good of others but never permit yourself to be imposed upon.

Hold your temper, remembering that everyone does his best with the tools that are available to him. A friendly word to one less fortunate often improves his self-respect and his dignity, thus giving him the courage and strength to go forward.

Honor and integrity are the first requisites. Do not make commitments without a definite plan to meet them, for your word must be your bond. If you are steadfast in matters large and small you will quickly gain and keep the respect and confidence of your associates and of the public.

There is dignity in laboring and saving for security.

Consider all factors before coming to a conclusion and then let your judgments be timely and courageous.

Be helpful to your superiors.

Having selected an occupation, continually study its subject. Do not change it unless there is real reason for doing so.

Open the doors to the knowledge and wisdom of the past by reading good books. The lives of great men are inspiring. Become acquainted with art and music. These things broaden the intellect and engender character.

Breathing, eating, sleeping is not enough. Man was placed upon earth to be something more than a brute force. Make it an important part of your life to meet people. Become an activating influence in public affairs. Work with the Community Fund, Red Cross and similar agencies.

Be a Christian gentleman.

If, when comes the great end-day of life, one can, in true conscience, feel that the net result of his contribution has been on the side of rendering happiness and lasting benefit to mankind, then, and only then, shall he have merited existence.

Thus, Christian Education equips a man to decide in his own inner soul the fundamental

issues of right and wrong, and establishes for him a standard of righteous conduct by which he may measure every act of his life.

Therefore, students nurtured in Christian schools will not become the apostles of collectivism, and, in later life, if they enter the professions, the highest ethics shall prevail; if they engage in business, fair dealing shall be their guide; if public life calls them, the public good shall be placed above personal ambition or gain; if they be teachers (and many of them will be teachers), these precepts shall inspire and penetrate their teaching; and, in whatever capacity they may find themselves, whether it be the most obscure or the most exalted, their lives shall be characterized by a grace and culture that will give them a nobility of character and a depth of understanding that will cause them to stand out in devotion to high ideals, and in qualities that will inspire others in right thinking and living.

The Church School Must Emphasize That Christianity and Democracy Stand or Fall Together

We have freedom and individual liberty in our country because we are a democracy. We are a democracy because our government is built upon the principles of Christ.

Thus, it is easy to understand why the dictators select religion for first liquidation. Dictators enslave. Therefore, Christianity and dictatorship are mortal enemies.

Hence, Christianity and democracy are tied together. Each must defend the other, for they will stand or fall together.

Consequently, Christian education is one of the bulwarks of our independence. As governments are becoming more and more totalitarian, the need is greater than ever before that free agencies, such as the church and the school, engage in that type of education which will preserve our religious and political liberties.

The Christian college must no longer take it for granted that its students are familiar with the relationship that exists between Christianity and democracy but must so stress the subject that they will not only be alive to the relationship but will have a fundamental knowledge of the heritage upon which our Christianity and democracy are based.

Christian Colleges Must Train Leaders for Citizenship

Harmonious group efforts, often of the most complex kinds, are vital to modern society. Complexity places a premium upon leadership. Leaders must be educated to high Christian principles, must be statesmen in the broadest sense, if they are to wisely guide our country and the world. Where are these statesmen? They are all too few.

Few vote. Not many of our best leaders enter politics because they consider it a sordid business. Yet, moral responsibility—civic virtue—is the determining factor in building and maintaining a high level of civilization.

The responsibility for developing this type of leadership rests directly upon the small church and privately endowed colleges, *for there simply is no other place where they can be trained.* Certainly our secondary schools and large professional universities are not equipped to do so.

But, the plain truth is that these colleges are not sustaining the burden of public leadership. *For not one maintains courses that are affirmatively designed to train men for an active participation in citizenship and in politics.*

To effectuate the program of training for citizenship and for politics the most talented must be inspired to enter these fields, and there must be a marked change in the curriculum. Debating and public speaking must be of primary concern. There must be a comprehensive understanding of the foundations of our civilization and of the Christian heritage. There must be a profound knowledge

of our economic, social, political and governmental structures, including all of their problems. Philosophy, religion, history and kindred subjects will have their place but they will not be an end in themselves.

This type of teaching can be as definite as mathematics and the college must graduate leaders in citizenship as certainly as it does for any other purpose. However, the student must be made to realize that he is dealing with a definite subject that is vital to our welfare but that it can serve no useful purpose unless he puts it into practice, for it is not so much what men know but how they exercise their knowledge that determines the course of civilization.

How Will These Leaders Function?

They will become doctors and lawyers, college presidents and educators, civic leaders, and many of them will be found scattered throughout our population as just plain people. They will thus enter the world and their very presence will breathe the principles of Christian Education. They will touch people; these others, and on and on. From this teaching of the truth, the people will see a vision and follow it.

Of greater importance, many of them will teach in our state schools and many more will teach in our secondary schools.

The difference in educational objectives of the larger schools will be tempered to the extent that they receive their teachers from Christian colleges and Christian homes.

At a recent meeting of the board of trustees of a church located in a distant Louisiana city where one would not expect to find many graduates of Centenary College, it was thrilling to see that the chairman of the board and two of its members were graduates of this small college. They are true Christian leaders in their church. Moreover, they are an affirmative force for good in their community.

The Secondary Schools

We are not fully conscious of the vast potentialities that lie dormant in our secondary school system. But it is a powerful vehicle that can be harnessed and used for great public gain.

In the pioneer days work was available to all. Only doctors, lawyers, ministers needed education and they didn't need too much. Education was classical and for cultural purposes only. In our complex modern life, education is prerequisite to the earning of an adequate living.

In the last fifty years the enrollment of the secondary schools has increased tenfold, thus bringing ten times as many girls and boys under the influence of the secondary schools.

The opportunity is unlimited in our secondary schools for the teachers from the church-schools to instill into the receptive minds of our children, not only scientific truths but principles of right living as well. Through this method crimes by youth will be greatly reduced, and the moral level of our whole society will be lifted.

Means must be devised for bringing all eligible youth into the secondary schools so that they may be subjected to this character-building influence.

Christian and Secondary Schools Must Implement Their Programs With Character-Building and Make Their Personnel and Students Alive to It

These schools must create affirmative programs for character-building. Not a school today gives it first place. They must implement their systems in order that their boards, faculties and administrative personnel will become so alive to the value of character-building that they will not be content until it is fully effectuated.

Pupils and students must be fully acquainted with the program, for youth can pass through school with hardly a glimpse of the great heritage of ethical convictions and of philosophic and religious faiths that have made possible all that is decent and hopeful in our Western civilization, without which nothing can be good, nothing safe.

But, the more thoughtful students are concerned with the whole philosophy and intent of modern education. Many recognize that what passed for education in the pre-war era is inadequate to the needs of today.

The new program will thrill the students and they will give it enthusiastic support and make of it a "Crusade for Character," if given the opportunity to become an activating part of the program.

Can anyone doubt that this type of education is one of the most important enterprises that can be carried on anywhere in the world? The whole future of mankind depends upon the way in which our religious schools increase the knowledge and understanding of modern man.

Must Educate All Youths

In many localities the opportunities of the children of the poor are, indeed, lamentable. The privilege of a professional education is hard to win. Expanded scholarships in our privately endowed schools are imperative. Centenary has always supplied scholarships beyond its means. Although, just prior to the war, 85 per cent of Centenary's income was received from tuition fees, Centenary contributed 20 per cent thereof to deserving students.

Our schools must be concerned with educating a variety of boys and girls for useful lives. So many of them have little aptitude for learning through the printed page. But ways and means must be found to mold their characters with Christian ideals and to prepare them for useful lives. This presents an

impelling challenge. Until this issue is resolved, our problem will never be solved.

Are These Words Meaningless?

Are these words without substance? Intangible values are our most impelling forces. In the last analysis, it was the "will to be free" that won the war. If we demolished our churches and religious colleges, and abandoned all humanitarian effort, the result would be tragic, indeed.

There is great power in the organized efforts of people in support of an ideal.

One is not long in discovering that a man of education is of more value to the community than an uneducated one; and that a neighbor with Christian ideals is a better citizen than an infidel.

Imagine the transformation for good that would be effected if our communities and our secondary schools and our universities were filled with these leaders, leaders teaching kindness and knowledge interwoven with these great Christian truths. *These leaders can come only from the Christian schools for they are the only schools that provide a Christian philosophy of life.*

Tomorrow's World of Challenge

The world of tomorrow is in the making today. Today, new discoveries are being made for use by a greater tomorrow.

This tomorrow offers Christian Education the greatest adventure of these times in a high challenge to produce, through more Christian-character development, more leaders who can effectively take their convictions and consecrated abilities into all the walks of life of this same tomorrow.

A new mode of thinking is required.

And, too, peace can come only through the development of character.

Christian Education is real and vital! The Christian college is "the last, best hope of earth."

Centenary College and Christian Education

The Board of Trustees, the President, the Faculty and the Administrative Personnel of Centenary College are determined to so implement its program with these tenets of Christian Education that Centenary College will make a major contribution in character-building to the young people of this section.

Centenary has the favoring conditions for developing into a truly superior college. All of the forces related to the college must unite

in the purpose of building it into one of the best of its kind, and, as Centenary moves into its new day, it shall be honest in every claim, effective in every service, and nobly inspirational in every human relation.

It is a time for high men at Centenary College. Should the task ahead at times seem too onerous and the necessary sacrifices without sufficient return, let those engaged in the Greater Centenary College program think of the great men in Centenary's past, and of the generations whose lives will be richly served by such a college as Centenary shall become.





